

The Church School Teacher

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A Parish House "Garden Vestibule"

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THE
CHURCH SCHOOL
TEACHER

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CONTENTS

ARTICLES	PAGE
CABINETS, CHAIRS, TABLES—	2
CHURCH SCHOOL OFFICE	2
TOYS	4
WRAP-RACKS, WORK MATERIALS	5
PICTURES	6
CABINETS	7
DISPLAY SPACE	8
TABLES	9
RUGS, CHALKBOARD, GREENBOARD	10
CHAIRS	11
MOVABLE PARTITIONS, GLOBE	12
MAPS	13
CHURCH LIBRARY	14
WORSHIP CENTERS	16
THE BASICS—	18
HEATING AND AIR CONDITIONING SYSTEM, HEATING SYSTEMS	18
HEATING CONTROLS	20
AIR CONDITIONING	21
PLUMBING SYSTEMS	22
ELECTRICAL EQUIPMENT	23
AUDIO-VISUAL SUGGESTIONS	25
SIGNAL SYSTEMS, FLOORS AND FLOOR COVERINGS	26
INTERIOR DECOR	28
PLANT A GARDEN FOR JESUS	30
AUDIO-VISUALS FOR USE WITH CHRISTIAN GROWTH SERIES, 2ND QUARTER	31
EDITORIAL	
JUST A FEW WORDS	I

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Just a Few Words

By THE EDITOR

TAKE another look at the cover page, won't you, please? Honestly, that is a picture of the garden vestibule of a Lutheran parish education building. And the garden is real, too. It wasn't moved in after last Easter's service just for the picture. With a testimony of the living God it greets the learners. And with the promise of growth in Christ it blesses them.

And now will you take a walk with us through several parish education buildings? The staff members of the Board of Parish Education and the Department of Church Architecture and Building Finance will provide the commentary and a lot of suggestions.

Some folks will think it is going pretty far to have such fancy Sunday school equipment, to say nothing of the cost! One must admit that the equipment pictured and the suggestions given are a far cry from the dark basements of yesteryear. But, we have improved

our bombs, too, nor are they priced at \$1.98 anymore. Folks have turned in their Model T Fords. And television is in most homes, at \$199.00 and up.

What "some folks" need to know is that children and adults learn more by indirection than by direction, which is, being interpreted, that actions speak louder than words. Good parish education equipment is an action that shouts, "That's true," when teachers quietly witness to the Father of our Lord Jesus Christ, a God Who cares.

Personally, I would say we should insist that the government stop making bombs and build better parish education equipment. Or does that disregard separation of church and state? There will be no return to Model T's, of that we can be sure. And TV is here to stay, I presume, along with the snow. What about a happy new year—1955 model—for the church school?

Cabinets, Chairs, Tables — They Work — They Speak

Let's begin with some suggestions for the Church School Office. This is what is needed:

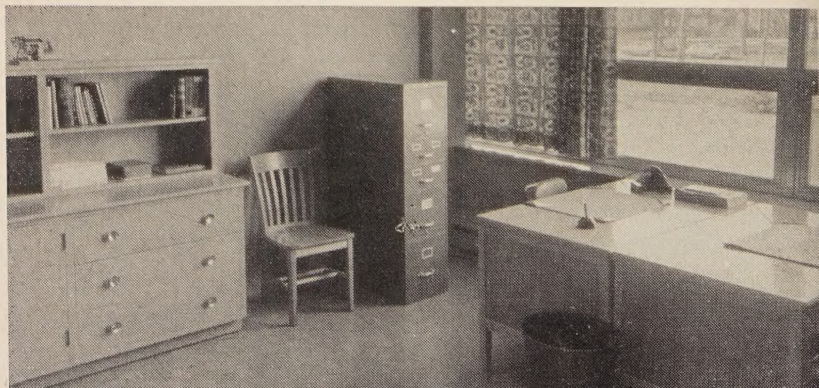
I—Desks

- A. Sunday School Superintendent's
- B. Sunday School Secretary's

II—Files

- A. Card size
 - 1. Pupils
 - a. Master List
Alphabetical listing of all pupils, by families
 - b. Inactive List
Alphabetical listing of all pupils who have moved away, etc.
 - 2. Teachers
 - a. Active List
Alphabetical listing of all teachers, by departments, giving
 - (1) Background in training and experience
 - (2) Position held

Good organization starts with the church school office.



- (3) Record of attendance at teachers' meetings
- (4) Record of attendance at regular Sunday school sessions

b. Inactive List

Alphabetical listing of all who have taught, by departments

c. Prospective List

Alphabetical listing of those having completed the training course offered for future teachers.

B. Legal size

Department file with one drawer for each department in the Sunday school. Department leaders will file folders on the units of study for each quarter. These folders will include plans for units, lessons, activities and projects. Also, copies and lists of supplementary materials and an evaluation of each unit taught. This file will be kept up-to-date by the department leader.

III—Display Space

Large bulletin board on which can be placed

- A. The Church School Organization Chart
- B. Chart of department and class arrangement of local school (current year)
- C. Calendar of church school events for year
- D. Inspirational display

IV—Bookcase

For materials concerning general administration and supervision

- A. Complete set of Christian Growth Series lesson materials
- B. Books on administration and supervision of the church school
- C. Periodicals
 - 1. Church School Teacher
 - 2. International Journal of Religious Education

V—Cabinet

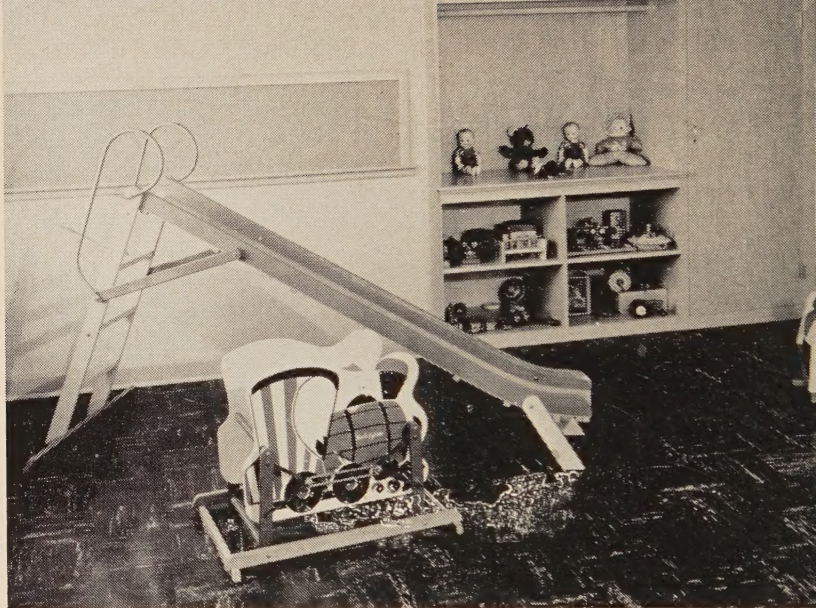
Storage space for superintendent's and secretary's materials

VI—Telephone

VII—Typewriter

VIII—Individual message boxes for department leaders and officers

These could be placed either just outside the church school office or inside



Plastic and mechanical toys have no place in the nursery.

Toys

A well-equipped nursery department has a variety of toys.

One center of interest might contain housekeeping toys. Rubber dolls are preferred but rag dolls which may be washed frequently may be used. Doll clothes should be simple with easy fastenings so young children can manage them. Several small doll blankets should be available also. Doll beds, cradles, cabinets, etc. may be made from sturdy wooden boxes. Any toys included in this corner should be easily handled, unbreakable and washable. There might be such things as dishes, pans, telephone,

broom, sweeper, dust mop and pan.

Another interest center would contain large blocks. These may be bought from a commercial concern or made from 2x4's bought at the local lumber yard. The finished blocks need not be painted but should be sandpapered.

Plastic and mechanical toys have no place in the nursery. Sharp edges and mechanism are hazardous to little fingers. Rubber or wooden animals, cars, trains, etc. and some large puzzles with only a few parts will make good additions to the toy shelves. Stuffed toys which can not be washed should be discarded!

Wrap-racks

Facilities for taking care of wraps should be provided for each room. Fixtures should be at appropriate heights so that the children can take care of their own wraps. If hooks are used, a shelf placed above them would serve both as a safety measure and as a place for hats, mittens, etc. Rods with hangers accommodate more wraps in a given space than hooks and shelves.

If space is not a problem, facilities for clothing storage could be in the room, whether of the fixed or movable type. If space is a problem, a movable rack can be pushed out into the corridor during the teaching period and back into the room at dismissal time.

Work Materials

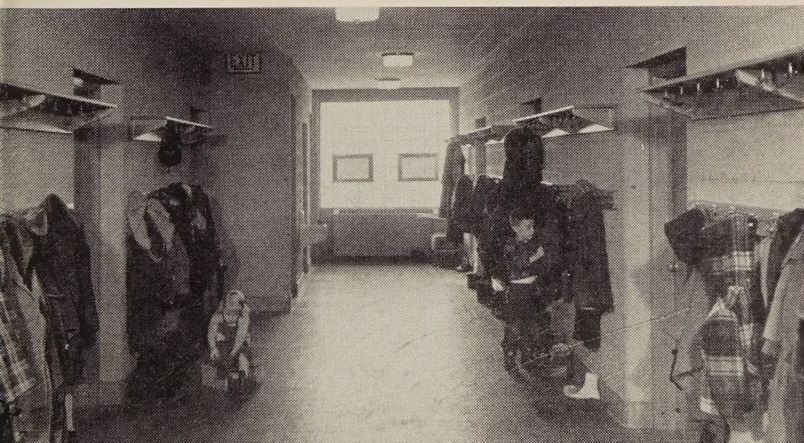
Crayons, paper, paste, pencils, scissors, etc. are needed in the various departments of the church school. The type used will depend upon the age and ability of the children.

In consideration of the immature muscular co-ordination of kindergarten children, large size crayons and pencils should be used. Although they are more expensive to purchase, they will last longer and the total expense will be less.

Blunt pointed scissors are a must in kindergarten safety measures.

Large sheets of manila or newsprint paper should be available to lower grade children who wish to express themselves with creative drawing. Rolls of shelf paper will

To be safe the lower tier of hooks should have a shelf similar to that over the upper tier.





An otherwise uninteresting corridor may be made into a "picture gallery."

be transformed into movies, murals, friezes, time-lines, etc. in the various departments. Colored poster paper will add interest and variety to charts and posters and colored construction paper will make attractive and decorative booklet covers. Large sheets of newsprint paper, thumb-tacked to a bulletin board or placed on a wall with masking tape, will serve well in lieu of a blackboard.

The use of white library paste is more practical and economical for church schools.

Sometimes it may be feasible to use clay to make figures for built-up scenes. Modeling clay (plasticine) is preferred because unused portions remain pliable over a long

period of time. Pipe cleaners can also be used to fashion such figures.

Pictures

Pictures to be used with children should be good and clear, and if colored, have pleasing tones.

They should be carefully chosen with thought given to the interests of children.

Permanent pictures should be well framed and hung at the children's eye level. Care must be taken, however, that the picture does not become too permanent—hanging in one spot so long that it is taken for granted.

An otherwise uninteresting corridor might become a "picture gallery" by hanging a series of such

framed pictures, at the children's eye level, on the unbroken walls. When any of those pictures fit into the unit of study in a particular department, it can be taken into the department room for that study.

Teaching pictures should be selected for use with particular units of study according to the needs of the group. Such pictures may be displayed, unframed, on a bulletin board or, if supported by a card-board of equal size, on a simple easel. Too many pictures should not be used at one time to avoid confusion and divided interest.

Cabinets, teachers and pupils

Every church school room should have a place in which to keep teachers' supplies. A cabinet with wooden doors is preferred since an array of paper, crayolas, erasers, etc. is not very sightly. If cupboards with glass doors are used, decorative paper or curtains using colors which harmonize with other room furnishings may be placed inside the doors. Such cabinets may be built-in, but movable ones make for greater flexibility. If necessary, they could be so arranged that the back would serve as a class bulletin board.

This department office is in a corner of the department area. From such a vantage point a department leader may skillfully guide her teachers.



Labeling the various supply areas would prevent the cabinet from becoming a chaotic "catch-all." Rather, there should be "a place for everything and everything in its place."

In the nursery and beginners departments separate shelves for teachers and children are preferred. Open shelves will encourage the children to care for their toys and leave the room in order. The top should be within the child's reach.

The primary, junior and intermediate department children can be responsible for their own supplies, keeping them on the lower shelves of the teacher's cabinet.

Additional shelves placed under the windows or in another convenient place make good display areas for collections the children make in connection with their studies.

Display Space

Picture Rails, Bulletin Boards,
Peg-Boards and Easels

All church school rooms should be provided with ample display space.

A grooved picture rail or molding in each room will provide an excellent place to display mounted pictures. The location of the rail would be dependent upon the height of the children using the room. Pictures so displayed should be at the children's eye level.

Bulletin boards made of cork or insulation board are a necessity in all rooms. Again, the location of such a board will vary. In the nursery department it may start at the baseboard and extend up about three feet; for adult use it would begin at least two feet from the baseboard and extend up about three and one-half or four feet. The length of it would depend upon the arrangement of the room and available space.

Such a display space might also be made from punched asbestos boards resembling acoustical tile. Golf tees well used as thumb tacks and specially designed wire brackets will make it possible to display large and heavy objects as well as flat pictures.

The usefulness of display boards will be increased by framing them with a narrow molding and installing similar wall brackets in both classroom and corridor. Projects developed on those boards can then be shared by moving board and all to the corridor.

Easels used to support flannel boards, maps and charts of various kinds should be sturdy, collapsible and adjustable. They should be light enough that the children can move them, if necessary.

Small inexpensive easels for use in displaying worship center pictures can be made from cardboard or light weight wood.

Tables

Tables in the church school should be lightweight, sturdy, and tackable or folding. The tops should be rectangular or trapezoidal shaped. They should be small enough for easy handling and versatile use and of the proper height for the particular age-groups. Recommended heights of tables are:

Nursery	18 inches
Beginners	20 inches
Primary	24 inches
Junior	26 inches
Intermediate or older	28 inches

Small tables with tops approximately 18" x 30" can be used for worship centers, registration and

attendance checking stations, supply centers, or interest centers.

Rectangular or trapezoidal-top tables of approximately 30" x 48" or 54" may be used for work tables, browsing centers, library tables, teacher's desk, or for countless other purposes. For a longer work table, these may be placed together end-to-end fashion. Sometimes the "T," "L," or "U" arrangement of tables may be set up.

It is a mistake to fill the entire classroom with one table surrounded by chairs. Rather there should be opportunity for variety in arrangement with areas of free floor space for activities and movement. Most often it is better to have the pupils seated in a circle

Small rectangular tables are more usable than large tables. The chairs pictured below are plywood. Note how they are fitted for easy storing.



than around a table. They can move to the tables or use lapboards when a section of the lesson calls for it.

Occasionally a long table is desired (such as when working on friezes or long murals or time-lines). Longer tables that are used at banquets and dinners at the church can be brought out of storage for such activities.

Rugs

There will be many times during the church school sessions when the floor in the nursery and kindergarten rooms will be used in play, in group conversations or activities of various kinds. The story rug is a popular place and group conversations with both pupil and teacher sitting on the floor establish good pupil-teacher rapport quickly.

Rugs are more desirable than wall-to-wall carpeting. They can more easily be cleaned and the position of the "wear areas" can be changed from time to time.

Scatter rugs should be washable and of colors which will harmonize with the other furnishings.

The kindergarten rugs should be light enough so that the children themselves can spread them on the floor and fold them up.

Chalkboard

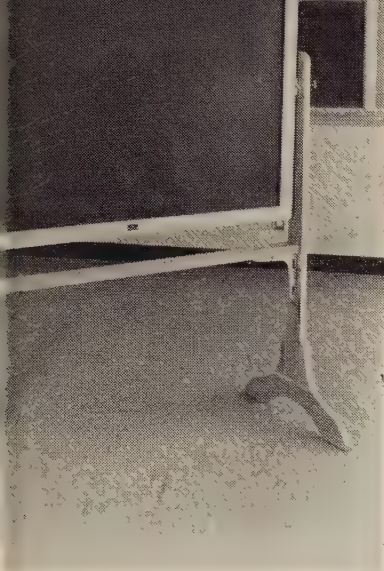
Since pioneer days the blackboard has been a standard piece of

equipment in every classroom. Its usefulness has not gone out-of-date, although inexpensive newsprint, chart paper, flannelgraph, projected and non-projected pictures now compete with it. In fact, these and other newer, cleaner media have taken the place of the blackboard in all pre-school-age classrooms, and in the lower primary grades. They are rapidly crowding it out of the classrooms of older pupils as well.

"Greenboard"

However, there are always occasions for using the handy chalkboard. But today the blackboard is being replaced with a "greenboard." Called "Litesite" in supply catalogues, the new soft green chalkboard which calls for yellow chalk, causes less glare and eye strain. It looks nice, too, as it blends in with the new pastel wall colorings.

Movable chalkboards are practical in most church school settings. They can be placed on easels or vertical screens or walls, and moved at will to other locations. If they are mounted permanently on classroom walls, they should start 24 inches from the baseboard and extend up to 5 feet. For intermediate and older pupils chalkboard should start 26 inches from the baseboard and extend to a height of 5½ to 6 feet.



A movable chalkboard should be light-weight but sturdy. Note that the tack-board on the wall is too high.

Many newer church schools have combination or reversible chalkboards and bulletin boards installed on one wall of their middle and upper grade classrooms. Both sections are the same height in the best combinations. The narrow strip of tackboard at the top of the chalkboard is not recommended, because it is above the eye level and out of reach of the pupils.

Chairs

Since variety of activity is the key to interest in any department of the church school, the chairs should be free of the desks to allow for their frequent rearrange-

ment. Children will often move their chairs from a circle to a work table and back to an assembly area within one class period. Therefore today we speak of tables and chairs rather than desks as classroom furniture.

Chairs should be comfortable, sturdy but light-weight enough for the children to carry easily, and storable. Naturally they should be of proper height.

Following is a list of recommended chairs heights for children:

Nursery	8 inches
Beginners	10 inches
Primary	14 inches
Junior	16 inches
Intermediate and over	18 inches

Folding chairs are not recommended for children below junior age. They can easily cause smashed fingers for the little folks.

In a few roomy churches the tablet-arm chair is practical for seniors and adults. Most commonly, however, their bulk and weight cause them to be hard to store and clumsy to rearrange.

Where there is not room for tablet-arm chairs or for both tables and chairs in the classroom, individual chairs and lap-boards may meet the need for a writing surface. Lap-boards of approximately 12" x 15" may be cut out of smooth, lightweight fiberboards or sanded plywood.

Movable Partitions

Because of the many purposes served by the rooms and parlors where church school classes meet once a week, most churches must make some provision for separating these large rooms into smaller class areas. Although such partitions have objectionable features, in many situations they can be a tremendous aid to teaching.

The most practical dividers are the vertical screens mounted on casters. Not only can they divide large assembly rooms or parlors into more private room-like areas, but they can also serve as display spaces for pupils and teachers. Because they are not attached to any wall or ceiling or floor, they can be arranged differently to fit the needs of the various teaching lessons. For example, from time to time two or more groups studying the same unit may wish to combine classes to share their unit activities. These vertical dividers can then be arranged very simply, to make one large room-like area instead of the two smaller spaces.

Such screens can be made by building wooden frames around sheets of insulation board and mounting them to stand upright. If rollers are attached the screens can be easily moved about.

Standard sheets of insulation board are 4 feet by 8 feet. When the frames are built around them, the screens stand about 5½ feet



Folding chairs for children are not recommended.

high and are slightly over 8 feet wide. Some narrower screens should also be constructed. Availability of different sized screens can make for greater flexibility of arrangement and use.

Lightweight chalkboards can be hung from the top frame of the screen when desired. If "hook-over" soap dishes are used to hold the chalk and eraser, less storage space is needed for the tray-less chalkboard.

Globe

There should be at least one 12-inch or larger sized globe in every church school. Most often it will be at home in the junior de-

partment, although occasionally the primary or intermediate departments may borrow it.

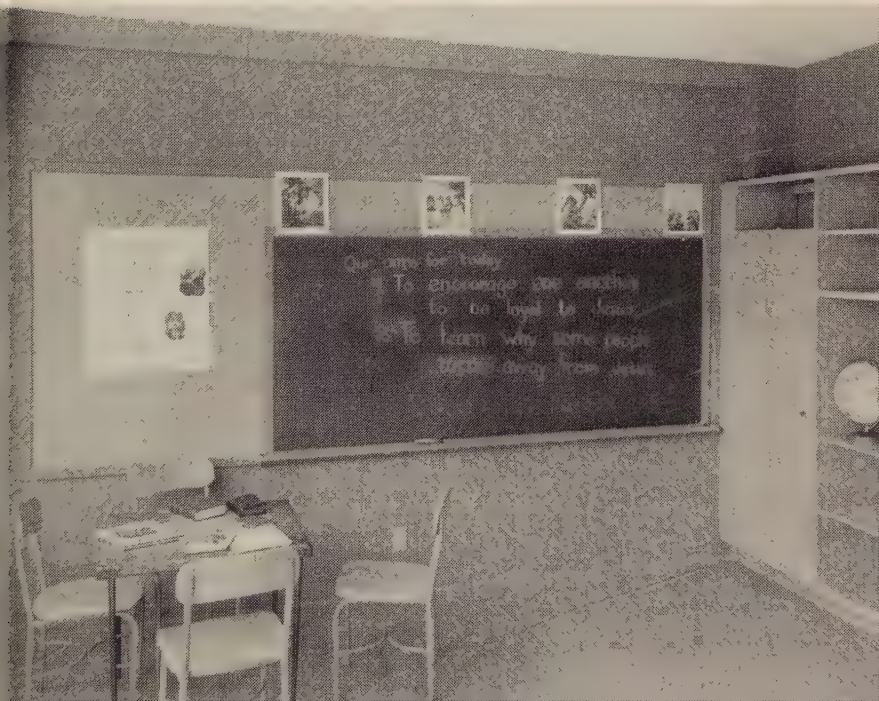
Before any map work or study is begun in any unit for the juniors, this geographical area should first be located on the globe. Hereafter maps from the atlas or the wall maps will be consulted. Intermediates and older students will appreciate this exercise, too, when beginning many of their units.

For missionary study from third grade upward, a globe is a very helpful tool.

Maps

Every church school should have at least one good historical Bible atlas to be used by juniors, intermediates, and older students and teachers. Atlases alone (without the historical information) are economical purchases for individual classes.

This junior room is ready for pre-session. Note the globe and the map. On the table are a Bible, atlas, quarterlies, commentary, paper and pencil. The pictures are too high. They should be at eye level.



Each church school should also have at least one complete set of wall maps like those found in the atlas. Generally speaking, the individual maps, printed on cloth are the most practical and economical purchase. Stored permanently in the central library, any department or class can use the particular maps needed for their study at the same time as other classes are using other maps. That simultaneous usage is impossible when all the maps are together on a tripod.

Juniors and intermediates can make large outline maps as they study various phases of Bible history. The juniors can make large picture maps to illustrate their study. Intermediates can make more detailed maps which can later be added to the church school library.

Small outline maps may be enlarged on chart paper, tagboard, mounting board, flannel, or on a white window shade.

Church Library

There should be one central church library from which departmental leaders, teachers, or pupils can check out books, maps, pictures, or other audio-visuals to enrich the units of study. One librarian should be in charge. There should be a workable system for filing, cataloging, and lending all the materials.

Most average-to-large sized churches use the Dewey-Decimal System (used by most public libraries) as a guide for classifying their library books. Other church librarians prefer to work out their own system to meet their particular needs.

According to the Dewey-Decimal numbering system, the general classification of all books is as follows:

- 000 General works, such as bibliographies and encyclopedias
- 100 Philosophy and psychology
- 200 Religion and Christian Education
- 300 Social Science, including sociology, economics, government, education
- 400 Languages, English and foreign
- 500 Science, such as mathematics, astronomy, physics, chemistry, geology, biology and nature study
- 600 Useful arts, such as medicine, hygiene, engineering, agriculture and home economics
- 700 Fine arts, such as painting, architecture, sculpture, music, theater, sports and recreation
- 800 Literature of all countries
- 900 Geography, biography and history.

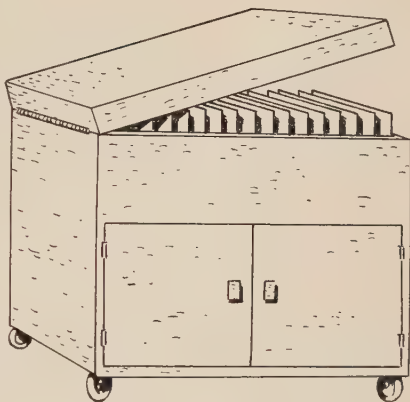
The books of the "200" section on "Religion and Christian Education" are subdivided thus:

- 200 Religion
- 210 General religious beliefs
- 220 Bible
- 230 Christian beliefs and doctrines
- 240 Devotional practices and aids
- 250 The minister and his work
- 260 The church—its institutions and work, including Christian education
- 270 Church history
- 280 Christian denominations and sects
- 290 Non-Christian religions

In the church library, patterned after this system, the children's books are kept separately from those of adults. Different libraries have different systems for classifying children's books. In some the regular classification number is preceded by the letter "J," for juvenile. Books for younger children are marked "E," for easy, and are kept in another corner or shelf. Other libraries use other markings.

Teaching pictures and other audio-visual aids should be filed according to subject matter. (It's an excellent project for Intermediates to determine categories and place the pictures in the correct order. Each category needs its own folder or section in the file. The librarian as well as an Intermediate teacher can supervise this Junior League project.) Special cabinets need to be built for these visual-aid materials.

A practical piece of equipment for any size of church library is a



A handy man can build this picture storage truck. Lower compartment is for supplies.

book-truck. It can serve as a portable bookcase within the general library—perhaps one on which the pupils and teachers may place returned books. Other book-trucks can be loaded with books to enrich particular units of study, rolled to those departmental rooms, and left there to serve as the bookcases. When the units are finished the books can be trucked back to the central library.

Book-trucks can also be used for stacking and transporting song books.

These movable bookcases can be purchased or constructed locally. Each one is simply an open two-

shelf bookcase—with a table top—mounted on casters.

A library display unit with a library rack on one side and a storage cabinet on the reverse, mounted on large rubber casters for ease in moving, is available from Childcraft Equipment Company, 155 East 23rd St., New York 10, N. Y. It can be used as a room divider to separate activities, as well as a display unit.

Worship Centers

According to a simple definition, *worship is God's coming to man and man's response to God*. When adults worship, they find the altar,

Candles and cross need not always be on the worship center.



with its cross, candles, and Bible, helpful to draw their thoughts to God. Likewise a worship center should help the children in the church school to think of God and desire to respond to him in prayer, hymns, and offerings.

Worship centers should be simple and beautiful. They may vary from department to department. Geared to the various age levels, there should be opportunity for children to help arrange their own center. Therefore, it is much better to use a plain, small, rectangular table than to have an expensive box-type table representing the church altar.

A small table placed against any unbroken wall or display area can be made into a worship center. A Bible, open to the text of the department's lesson (the worship theme), and a picture of Jesus relative to that theme will make the center complete. Offering baskets will be placed on the table after the offering has been given. Seasonal flowers may be placed on the table occasionally. Adding to the beauty of the center, they also help the worshippers appreciate that God comes to us through nature. Flowers, the Bible, and a picture of Jesus—all these show children ways by which God makes himself known.

Lighted candles and a cross need not be a part of the worship center except when the lesson from which



**This built-in worship center
can be closed when not in use.**

the worship develops refers to these symbols. Indeed, when children are studying certain symbols which aid in worship, these symbols should be made and added to the worship center. Making them and placing them there will help the pupils better appreciate the symbolism of their church and thereby be-

come more active participants in the congregational worship.

Basic tables which become worship centers should be the same height as the other tables in that department. Pictures should be 12" x 18" or larger, depending on the distance between it and the worshippers. Framed or unframed, the pictures should be changed with the units of study.

Good Advice

If it is necessary to have a signal system to the rooms, let a small inconspicuous colored light be used—*never a buzzer or bell*.

* * *

In some situations a change of method is needed rather than new or changed equipment.

* * *

Before hastily adopting new items of equipment that may enthusiastically be suggested, it is well to make sure that they will really increase the effectiveness of the work.

(From *The Church School and Parish House Building*—Conover)

The Basics. — They Stand By Loyally — They Serve Quietly

The Heating and Air Conditioning System

THERE are now four generally used fuels for heating all kinds of buildings in the United States. While coal is still widely used because of the high cost of oil and other means it is being used less because of its lack of cleanliness, and difficulty in handling. It is, of course, the least clean of all the fuels. Very seldom would a building be built today using coal and hand firing it. Its only use automatically is with a coal stoker. It still needs a considerable amount of storage space, especially for a large building.

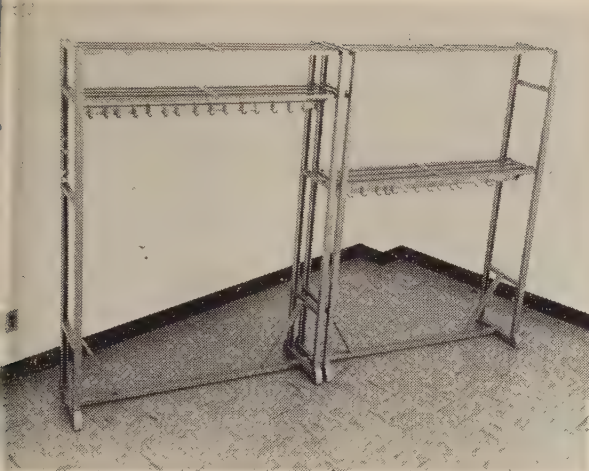
Perhaps the most widely used modern fuel is oil. This lends itself to a smaller heating unit and in most communities delivery is so easily obtained that even large tanks are not necessary. However, it is advisable in any building larger than a residential building to have at least a 1,000 gallon tank buried in the ground outside the building for oil supply. This is the most easily filled and is the safest.

A fuel used increasingly is gas. This is the next to the most cleanliness of all fuels. It requires no storage bins or tanks. It is the most quiet of the three fuels already mentioned and, where natural gas is available, is considerably more economical than oil and even costs less per B.T.U. The use of gas is increasing faster than the use of any other fuel.

In mild climates and areas where hydro-electric power is available at very low cost, electrical heating is coming into its own. This is the most easily controlled of all because not only can you have thermostatic control but each single room unit can be turned on or off with a switch as desired.

Heating Systems

Steam and hot water were the cleanest systems that we knew until the coming of radiant heat. Steam is economical after the installation has been completed, but is the most difficult heating of all to permit proper moisture control in the rooms. It is being used less and less.



Movable, adjustable wrap-racks have advantages over those permanently fastened to a wall.

Hot water heating is more commonly used than steam and with electrical controls, traps, thermostatic control, etc. is the more even heat of the two. In the use of either steam or hot water heating with conventional radiators or convectors, it is recommended that the radiators not stand on the floor but be hung on hangers especially made for this purpose on the wall. This gives better circulation of the heat and prevents dust accumulating under the radiator on the floor. It is therefore more healthful and sanitary and at the same time makes it easier to keep the floor clean.

Forced Air

Forced warm air heat is one of the most commonly used systems. It consists of warming the air and

drawing it through the metal ducts to each area to be heated. The air is not pushed by a fan into the room, but is pulled back through the cold air returns by a fan which is regularly connected to the cold air return rather than to the warm air duct. This system gives you the quickest heating of all, but does not maintain as even a temperature as either the steam or the hot water. However, modern thermostatic equipment can be set so that the heating plant goes on and off with comparatively small variation in room temperature. This system is the least costly to install.

A new principle of heating is becoming quite common, namely, radiant heating. The principle of this is not to warm the air in the room but to radiate heat through

the walls, floors or ceilings. Both hot water and forced warm air can be used in this system.

In the hot water system piping or tubing is laid under the floor or in the ceiling and concealed. This requires grout on the floor above the structural slab or joists. This gives very even heating of the floor area and is especially helpful where the ground floor is laid on the earth. It is especially helpful for small children who sit on the floor for part of their activities.

Radiant Heating

Radiant heating using warm air requires duct work in the ceiling or floor spaces between the joists or, in the case of pre-cast concrete slabs which have smooth, round holes, these slabs or ducts in them are themselves the warm air ducts. They are interconnected by slabs run at right angles at the ends or sides of the room and connection is made by means of sleeves. This is also an effective type of radiant heating.

Another type of heating is called perimeter heating. The principle is to bring the heat, whether warm air or hot water, to the outside wall of the room and introduce it into the room by means of baseboard radiation in the case of hot water or a number of outlets at the baseboard when warm air is used.

Radiant heating, while it is in its infancy, is making large strides both in popularity and in technical advances. Its initial installation cost is considerably higher than the more conventional types of heating. Its cost of operation is said to be somewhat more economical.

Heating Controls

Thermostatic control is, of course, the principal heat control for all systems. This consists of a thermostat in each zone or room which throws the furnace equipment on introducing heat when the temperature falls below a given degree. Additional controls at the heater such as the aquastat give added safety. They do not regulate the heat introduced into the rooms or spaces of the building.

With the increase of automatic controls so-called zone heating control has become increasingly common. This permits the use of a number of thermostats as required. For instance, a nursery should probably be a few degrees warmer than some of the other rooms and this can be controlled properly. It means also that in a building where some of the rooms are being used and others not, the rooms not being used can be set by thermostatic control for a lower temperature, and those that are to be used will be set at 70 degrees, or what-

ver temperature is desired for the particular use. Zone heating means greater comfort and protection of the various parts of the building as well as increased economy. It costs more to install because of the added thermostats as well as needing more than one heating unit to serve the areas separated from the others so far as the control is concerned.

Central vs. Individual

Formerly, very large buildings had a central heating plant. All the boilers were placed in one room and all heating mains, whether steam or hot water mains or ducts for warm air heating, converged upon this one heater or boiler room. With the advent of automatic heating it is no longer necessary to have one central heater room. Parish Education units of the size most of our churches would build would still be most likely to have one central heating room. However, in the cases of parish education additions to existing churches it is frequently found more economical, both in construction and in heating costs, to have a separate unit for this building not necessarily even close to the present central heating plant. This should be remembered in the design of the building since it is an advantage that should be taken into

consideration when conditions indicate that it is the most economical and convenient.

Air Conditioning

Air conditioning is one of the most interesting and valuable modern developments in heating and cooling and conditioning the air as to temperature, cleanliness and humidity. Most Parish Education buildings will not require it as the use of the rooms by any one group is for such a limited period each day that the control of the air conditioning can be taken care of by windows. The value of air conditioning is more pronounced in extreme temperatures, particularly in hot summer months. Air conditioning is more valuable in large assembly rooms such as the nave of the church than in individual classrooms.

The cost of air conditioning is very high, both as to installation and operating costs. It requires the use of a great deal of water as well as the operation of the electrical equipment a large share of the time.

Except in the case of large education and fellowship units, and especially those that are used a great deal throughout virtually every day of the week, air conditioning is not sufficiently necessary to warrant the extra outlay.

Plumbing Systems

Parish Education buildings should have adequate toilet rooms, not less than one water closet and one lavatory for each sex for each seventy-five children of each sex. It would be preferable if every girls' or women's lavatory, regardless of the number of pupils in the building, could have a minimum of two water closets and a lavatory, and the boys have one closet, one urinal and one lavatory as a minimum.

Entrances to the rest rooms should have the maximum of privacy that the building will warrant. Oftentimes the rest rooms can be placed back to back so that the plumbing for the fixtures runs

up in a common wall, thereby reducing the roughing in cost of the plumbing a great deal. However, the doorways should never be next to each other. If there is no turn in the corridor to allow one door to enter from a different corridor than the other door, they should at least be placed at the opposite ends of the same wall to give as much privacy as possible.

Children's size toilet fixtures should be used in rooms that serve the Sunday School up through the Primary Department. In smaller education units where there is only one set of rest rooms for the entire building this is an impracticability because of the added cost. In instances of this kind it is suggested

If possible, there should be a children's water closet and lavatory in the nursery department.



that the lavatory be lowered about 3" below the normal adult height to give added convenience for children, also that there be, particularly in the women's rest room, one of the water closets of children's size in addition to the one or more of adult size.

If possible, there should be a separate children's size water closet and lavatory in the Nursery room, or if the design of the building permits between the Nursery and the room used for the Nursery Class. In this instance by Nursery it is meant that room in which babies and toddlers are cared for during the worship service and the Nursery Classroom is that one for children from 2 to 4 years old in which actual Sunday School work is carried on prior to their entering the Beginners' Department.

Drinking Fountains

Drinking fountains should be furnished at locations close to other plumbing to reduce the roughing in cost. Use wall-mounted fixtures at the level to accommodate the size children it is intended to serve. Do not use a floor pedestal fountain as these make it more difficult in taking care of the floor.

All rest rooms should have proper ventilation. The plumbing fixtures should be back-vented. The best ventilation for the room normally is window ventilation where

the windows can be opened. Some building codes require that whether there is window ventilation or not there shall also be mechanical ventilation. Other building codes require that except where there is an engineer in attendance there must be natural ventilation.

It is also suggested that there be a sink at children's level and a waterproof, covered counter in classrooms serving the Nursery Department, the Beginners and Primary Department where children may wash up after using spatter paints and water colors, etc.

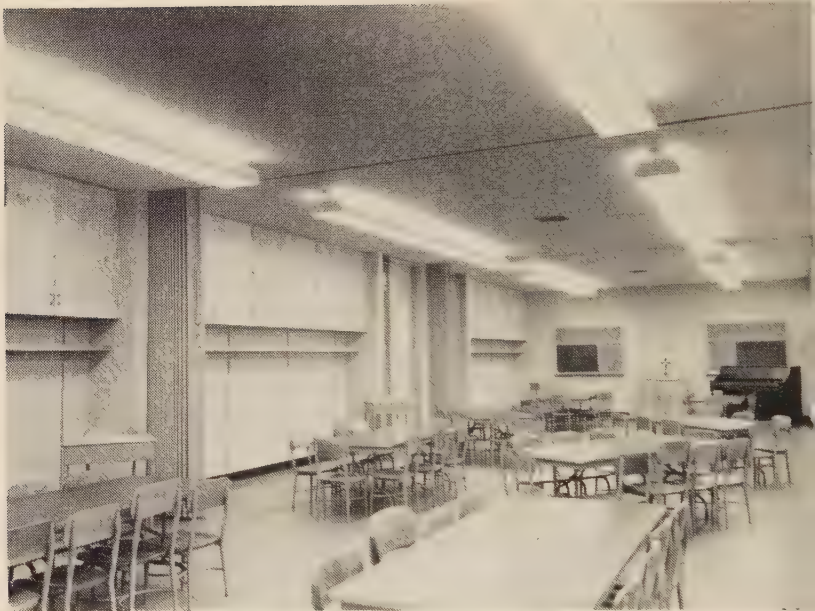
If the Parish Education building is built on more than one floor we suggest that there be a janitor's closet with janitor's sink on each floor.

Electrical Equipment

Lighting

Where natural light comes through windows it should come from one direction only. Electrical lighting should furnish the minimum of 30 foot-candles at table or desk height for proper eye comfort and safety.

The use of fluorescent fixtures is becoming more and more common. They give an economical light and by proper installation give excellent diffusion and distribution of light. Wherever they are used there should be a grille underneath the tubing to protect



Electric lighting should furnish the minimum of 30 foot-candles at table height.

the possibility of a tube falling out and chemicals in the gases of the tubes from causing damage either to skin or equipment. One disadvantage of fluorescent lighting is that it gives a cold effect and should be used with one daylight tube, also one color tube to reduce this coldness.

Where incandescent lighting and fixtures are used there should be no exposed filaments. It is preferable that the fixture be entirely enclosed and be of such design that there is the maximum uniformity of diffusion and distribution. One

disadvantage of incandescent lighting is the tendency to get a yellow cast to the light. This, however, is frequently taken care of by a blue daylight effect in the glassware which cuts down this yellow effect. An advantage of incandescent lighting is that it is warmer, that is, warmer in feeling not in actual temperature.

Fluorescent lighting may cost more to install than incandescent fixtures, however the cost of lighting an equal space is half or less when fluorescent lighting is used. The design of the fixtures has

great deal to do with the satisfaction received from the lighting in incandescent lighting.

Make certain that not only in classrooms but also in the corridors, assembly rooms, storage rooms, in fact in every room in the building, there is a sufficient number of convenient wall outlets so spaced as to give the greatest convenience for the various uses. Remember that not only audio-visual equipment but lamps, floor machines, vacuum cleaners and special lighting effects make use of convenient outlets.

Audio-Visual Suggestions

It is no longer suggested that a special room be set aside for audio-visual use into which children of the various grades are brought from time to time. Rather, it is recommended that equipment be provided in the construction in each class and assembly room and that portable cabinets insulated to reduce the sound of a motion picture projector and on casters or wheels be moved from one room to the other. A suitable storage space should be provided for it where this equipment, which is expensive, can be locked up.

Corridors should be spacious, well lighted. Rooms and corridors should have sufficient electrical wall outlets.



Every room used for class or assembly should have an outlet properly placed for the projector itself and from this same point to the location of the speaker, concealed conduits should be installed so that there are no wires lying on the floor from the projector to the speaker.

Where there are many departmental rooms it might be economical to build in a speaker in each assembly room rather than to have the speaker in the portable cabinet. This speaker could then be high on the wall or in the ceiling, inconspicuous and yet at the point where it serves best in emitting the sound.

Make provision in each room for a screen whether this will be on hooks or a built-in screen of the particular size required for each room.

Signal Systems

A large Sunday School building will need a signal system to signal the beginning and ends of periods or to call for assembly. This can be operated manually or by automatic equipment controlled by an electric clock.

Instead of a signal system a public address system can also be used, and in some instances it is preferable. This can be used independently or be a part of the signal

system. It adds to the signal system the ability of the superintendent or secretary to signal to the teacher in any class when so desired. By proper switch control all the other rooms can be cut off when only one teacher is to be reached at a time. It can also be used to speak to all the rooms at one time in case there has been some change in the time or something of particular interest has transpired that should be announced. It can also be used to call some child from the class to the telephone in case of emergency.

Floors and Floor Coverings

It is not normally recommended that concrete floors on which small children are to play should be placed on the ground even though a bed of cinders, gravel, crushed stone or other suitable material is placed under it. One exception to this is when radiant heating is provided in this floor slab.

Among the common coverings over concrete slab is asphalt tile. This is a tough wearing tile and laid on concrete holds well to the floor. If it is on a slab placed on ground, care should be taken that the concrete slab is thoroughly water-proofed as any dampness coming up from the floor will loosen the asphalt and eventually ruin it. Asphalt is the lowest in cost of the composition floor cov-

ings commonly used. It is not recommended over a wood sub-base as the asphalt is too brittle and is too likely to crack because of the greater give of a wood floor.

Rubber tile is similar to asphalt but of a different composition and of higher quality and higher cost. It naturally has more give to it and therefore can be used more effectively over a wood sub-floor than an asphalt.

Linoleum tile and rubber tile are virtually the same in their characteristics so far as wear and give are concerned. Linoleum, an excellent floor covering, probably will wear longer than rubber tile.

Vinyl composition floor covering is too new and has not been used a great deal in large public buildings. It is higher in cost than the three mentioned above though not a great deal more than rubber or linoleum tile. It is said to have excellent wearing qualities and keeps its luster very well. Use only on advice of the architect.

While composition tile floors are becoming the more common we should not forget that wood floors are still very practical and, in some instances, the best kind of floor that can be used. Of the various woods that are used we believe that maple and red oak are the best. These give a splinter-free floor and are easily kept in condition. Fir flooring is too absorbent

and splinters easily. It is difficult to keep looking well.

Normally carpets or rugs would not be used in a Parish Education building with the exception of special rooms such as a Youth Lounge, and more particularly, in the Nursery and Beginners Classes and places where little ones lie or sit on the floor for relaxation or as part of their actual work. We would remind you again that a basement slab upon the ground is not a healthy place for a little child to sit. The least improvement that can be made in that case is to have throw rugs or a carpet.

Another floor covering that should be mentioned is not a covering at all but an integral part of the floor, namely, terrazzo. This is effective only on a concrete base as it is itself a concrete composition and therefore will crack with the give of a wood floor. It is recommended for corridors and stairways.

The care of floors is as important as the kind of floor used. Where wood floor is used care should be taken to use a non-slip wax for safety. A varnished floor in a public place is best though it does require a little more maintenance than a waxed floor.

In the case of a waxed wood floor, also the various composition floors, it is strongly recommended that the church provide a floor

machine that polishes, waxes and washes these floors. It is also very effective for waxing wood floors. Actually over a period of years a machine will pay for itself in the saving of replacement of floors by continually removing the grit that cuts into the floor when not properly taken care of.

Interior Decor

In decorating the ceiling of classrooms the surface should be

of a light color to assist in the reflection and diffusion of the lighting system. Do not use a pure white with the exception of instances where an acoustical tile that has a white surface is used. Because of the kind of surface, the holes and depressions in the tile you do not get the effect of a completely white ceiling. Pure white is too glaring. A slight off-white or any color that best meets the needs, that does not absorb too

Note the flexibility of this room. It can be divided into several units or used as one room.



much of the light would be in order.

Walls lend themselves to a variety of color treatment. In some instances, particularly in the lounge and in classrooms for the little tots, wall paper of proper design will add a great deal to the decorating scheme. In the use of paint for wall decoration it should be colorful but not glaring. The colors that are restful to the eye and color combinations that do not clash should be kept in mind.

Draperies should be used at the windows but not glass curtains. Some of the new materials such as fiberglass will give good drapes where no acoustical absorption is desired. These can be washed with soap and water and do not need any pressing. They hang out by themselves.

Draperies should be colorful and be made a part of the total decorating scheme. Avoid the monk's cloth in an uninteresting tan color so popular some years ago. Wherever the drapery is used as a draw curtain to partition off a depart-

ment room for classes it can also be chosen to fit the total color scheme of the room or department. We use a soft material of two thicknesses. Hang it from a height of not less than 7', 6" from the floor. Hang to 3" from the floor. If two thicknesses of a soft, absorptive material are used you will have as good acoustical value as the standard fabric folding partition on the market today.

In finishing woodwork here are two very simple suggestions. First use a natural wood finish if the wood used lends itself well to shellac and varnish or wax. Or a cheaper wood can be used such as pine or fir and the woodwork painted in with the walls instead of standing out as a separate color. Dark stain should never be used as it is unsightly and disguises the natural beauty of the wood, also making it difficult to decorate the balance of the room and have the woodwork blend in with it.

It is urged that you consult your architect regarding all of the items mentioned in this article.

More Advice

A public school authority says, "The library in a public school is the best single index of the quality of instruction given." It should be considered indispensable in the present day church school.

Plant a Garden for Jesus

By EVELYN WITTER

"JESUS loved flowers, didn't he Mommy?" my eight-year-old daughter, Louise, asked one wintry day. She had been looking at her Sunday school paper so I was not surprised at her sudden question.

"Yes, he did," I answered promptly. "He talked about them too. I remember one verse that says, 'Solomon in all his glory was not dressed like one of these.'"

"Why don't we have a garden in honor of Jesus?" she asked. And that *was* unexpected.

"What kind of garden?" I was eager to know.

"Oh . . . a garden that would have flowers in it that Jesus saw when He went about Galilee."

"That's a fine idea, but I'm not sure which flowers those would be," I admitted.

"We could look it up in books, Mommy," Louise suggested.

And to the reference books we did go and when the seed catalogue

came we knew exactly which flower seeds and bulbs we wanted.

We put in our order for . . . poppies, phlox, lupines, hyacinths, gladioli, jonquils, and purple iris—the flowers that grew in abundance in the Holy Land when Jesus walked there.

Brings Him Closer

When our garden began to prosper Louise said to me: "It brings Him closer, doesn't it, Mommy?" I mean when you look at the same flowers He looked at, you think of Him very often."

"Yes," I answered simply, too stirred by the feeling of the nearness of Him to say more.

When visitors come Louise is proud to show "Jesus' Garden" and when our visitors know the significance of the loveliness they see before them they pause and reflect.

It is as though Jesus moves here in our garden as He did among the flowers of Galilee.

AUDIO-VISUALS FOR USE WITH CHRISTIAN GROWTH SERIES, 2ND QUARTER

Space does not permit more than briefest
about the resources below. Complete
opsis and many suggestions for better
are found in the "Audio-Visual Re-
Guide." (Join the Visual Education
owship, \$10 for one year, and get this
part of a 5-part package—write 79 E.
ams St., Chicago 3, Ill.)

PRIMARY II—SECOND QUARTER

Our Primary Children

UNIT A—Jesus Taught Us to Pray

Lesson 1—Jesus' Prayer

Filmstrip—**Thanksgiving with Jesus** (SVE)
23 frames, color. Sale \$4. Rental \$1.20

Lesson 2—Jesus Gave Us a Prayer

No aids suggested

Lesson 3—We Learn the Lord's Prayer
(Intro.)

Filmstrip—**Sunday Around the World** (Joint
Commission on Missionary Education) 41
frames, color. Sale \$6. Rental \$1.80

Lesson 4—We Learn the Lord's Prayer
(Petitions 1-3)

Filmstrip—**Tommie Visits the Church** (SVE)
14 frames, color and guide. Sale \$4.
Rental \$1

Lesson 5—We Learn the Lord's Prayer
(Petitions 4-5)

Filmstrip—**Freddie Finds a New Way**
(ULCA Deaconess Board) 44 frames,
B&W. Sale \$2.50. Rental \$.50

Lesson 6—We Learn the Lord's Prayer
(Petitions 6-7, Conclusion)

Film—**The Cheat** (Family Films) 30 min.,
B&W. Rental \$9

UNIT B—The Shepherd Who Sang Songs

Lesson 7—David Keeps His Sheep

Filmstrip—**David the Shepherd Boy** (SVE)
21 frames, color. Sale \$4. Rental \$1.20

Lesson 8—David Plays for the King

Filmstrip—**Two Great Friends** (SVE) 22
frames, color. Sale \$4. For suggestions
on how to use, see "Parish School" for
Dec. 1954

Lesson 9—David Becomes King

No aids suggested

Lesson 10—David's Songs

Filmstrip—**How God Takes Care of Us**
(Church Screen) 32 frames, B&W. Sale
\$2.50. Rental \$.75

Lesson 11—We Write a Psalm of Praise
No aids suggested

UNIT C—How the Church Grew

Lesson 12—The Church of Long Ago

No aids suggested

Lesson 13—Our Church of Today

Filmstrip—**Sunday Around the World** (Joint
Commission on Missionary Education) 41
frames, color. Sale \$6. Rental \$1.80

Filmstrip—**The Church Around the World**
(E & R) 72 frames, color. Use children's
script. Sale \$5. Rental \$1.50

JUNIOR II—SECOND QUARTER

The Activities of Jesus

Lesson 1—Jesus and Those Who Helped
Him

Film—**The Calling of Matthew** (Cathedral)
28 min., B&W. Rental \$9

Film—**The First Disciples** (Family Films) 15
min., B&W or color. Rental \$5 or \$8

Lesson 2—Jesus at a Wedding

No aids suggested

Lesson 3—Helping Sick People

Filmstrip—**Busy Day in Capernaum** (Skill-
film) 40 frames, color. Sale \$5. For sug-
gestions on how to use, see "Parish
School" for Dec. 1954

Film—**Jesus Heals a Man Born Blind** (Fam-
ily Films) 20 min., B&W or color. Rental
\$6.50 or \$10

Lesson 4—Jesus Makes People Happy

Film—**The Happy Heart** (Family Films) 28
min., B&W. Rental \$9

Lesson 5—The Family of Christians

No aids suggested

Lesson 6—Jesus Helps All Who Seek
Him

Film—**No Greater Power** (Cathedral) 20
min., B&W. Rental \$7

Film—**In India—Lutherans Heal in Christ's
Name** (ULCA Board of Foreign Missions)
11 min., color. Rental \$3

Lesson 7—Jesus Helps People to Get
Food

Filmstrip—**The Boy Who Helped Jesus** (SVE) 21 frames, color. Sale \$4. Rental \$1.20

Film—**In India—Lutherans Teach Self Help** (ULCA Board of Foreign Missions) 11 min., color. Rental \$3

Lesson 8—Hardships in Jesus' Life

Film—**Rolling Stones** (Family Films) 30 min., B&W. Rental \$8

Lesson 9—Faithful Use of God's Gifts

Sound filmstrip—**Bobby and Jane's Discovery** (Presby. Church USA) 48 frames, color, with 1-12" record. Sale \$12

Lesson 10—Jesus Attacks Wrongdoing

No aids suggested

Lesson 11—Jesus Gives Up an Unworthy Partner

Film—**Betrayal in Gethsemane** (Family Films) 15 min., B&W or color. Rental \$5 or \$8

Lesson 12—Jesus Endures Ridicule

Film—**Trial Before Pilate** (Family Films) 20 min., B&W or color. Rental \$6 or \$10

Lesson 13—Jesus Plans with His Friends

Film—**The Lord's Ascension** (Family Films) 15 min., B&W or color. Rental \$5 or \$8

INTERMEDIATE II—SECOND QUARTER

Saul to Malachi

UNIT A—The United Kingdom

Lesson 1—A King Comes to Canaan

Filmstrip—**King Saul** (Alexark & Norsim) 32 frames, color. Sale \$7.50

Lesson 2—The Greatest of the Kings

Filmstrip—**Saul and David** (Alexark & Norsim) 35 frames, color. Sale \$7.50

Lesson 3—The King's Son Rebels

Filmstrip—**King David II** (Alexark & Norsim) 35 frames, color. Sale \$7.50

Lesson 4—The Third King—Solomon

Filmstrip—**King Solomon** (Alexark & Norsim) 32 frames, color. Sale \$7.50

UNIT B—The Northern Kingdom

Lesson 5—The Northern Tribes Revolt

No aids suggested

Lesson 6—Early Spokesmen for God

Filmstrip—**Elijah and Elisha** (Alexark & Norsim) 36 frames, color. Sale \$7.50. For

suggestions on how to use, see "Parish School" for Dec. 1954

UNIT C—The Southern Kingdom

Lesson 7—A Century of Struggle

No aids suggested

Lesson 8—A Century of Progress

No aids suggested

Lesson 9—A Century and a Half Decline

Filmstrip—**Isaiah** (Alexark & Norsim) 30 frames, color. Sale \$7.50

Filmstrip—**A Demand for Holiness—Isaiah** (SVE) 29 frames, color. Sale \$5

Filmstrip—**A Cry for Repentance—Jeremiah** (SVE) 30 frames, color. Sale \$5

UNIT D—The Exile and After

Lesson 10—By the Rivers of Babylon

Filmstrip—**Ezekiel and Micah** (Alexark & Norsim) 35 frames, color. Sale \$7.50

Lesson 11—The Return to Palestine

No aids suggested

Lesson 12—Between the Testaments

No aids suggested

A Review—First and Second Quarters

Lesson 13—The World's Need

No aids suggested

SENIOR II—SECOND QUARTER

Getting the Most Out of the Service

UNIT A—The Common Service

No aids suggested

UNIT B—Other Services

No aids suggested

UNIT C—Some Aids to Worship

Lesson 10—A Special Calendar

No aids suggested

Lesson 11—Combining Poetry and Music

Recordings of appropriate hymns would be useful here

Lesson 12—The Language of the Symbols

Filmstrip—**Christian Symbols** (Evan. & Reformed Church) 105 frames, color, material. Sale \$10. Rental \$3

Lesson 13—The Message of the Arts

Filmstrip—**Each with His Own Brush** (Joint Commission on Missionary Education) 40 frames, color. Sale \$11